Summation of Liddicott (2004) “Intercultural Language Teaching (ILT): Principles for Practice”

1. States that Views of teaching culture in the classroom can be categorised into three main areas:

* arts and litereature as central
* those that view history and institutions as central
* Festivals asnd pastimes

Some value one over the others.

1. Says that “Intercultural language teaching ILT places the need to communicate in the first place and seeks to teach culture in a way which develops intercultural communicative skills at the same time as developing language skills”.

This is the central point of the article: that ILT values the importance of language teaching while imbedding teaching of a cultural context for the students to understand how language is used in the target culture.

1. ILT approach involves:

* Acquisition about cultures
* Comparing cultures
* Exploring cultures
* Finding ones own “third place” between the cultures. ( I think this is suggesting that the learner needs to develop an objective view of his or her own culture so as to be able to compare and contrast between their own and the target culture.
* Teaching culture within language

1. Learners require cultural knowledge as much as they require grammar and vocabulary
2. They need to be helped to learn that their own culture differs from other cultures before it creates problems.
3. Need to start cultural teaching at the very beginning of language teaching
4. Languages are not taught in a cultural vacuum. Students are filling the context around the language with their own understandings. So the teacher needs to be actively influencing this process by providing accurate insights into target culture contexts.
5. ILT needs to communicate that:

* Culture is relative
* Common TC conventions
* Strategies for learning more about TC as they interact
* Capacity to reflect on own culture

1. Pedagogical construction of ILT:

* Active construction: teacher allows differences in culture be noticed ands highlighted, explored and reflected on.
* Making connections: fostering a comparative perspective in which the new is compared to and contrasted with what is already known. Give the learners first culture a place in learning about the other
* Social interaction: Self explanatory
* Reflection: Provided opportunities to acknowledge the impact that the new knowledge is having on their understandings of themselves and their own culture
* Responsibility: Students are responsible for their learning and developing a perspective that values other languages, cultures and people.

Conclusion:

In an intercultural approach, learners are encourages to notice compare and reflect ion language and culture and to develop their own understanding of their own culture as well as the culture of others.